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**THE IMPORTANCE OF
MOTIVATION IN CLIL LESSONS:
A DIDACTIC PROPOSAL**

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ABSTRACT

Much emphasis has been placed on the importance of foreign language knowledge as a requirement in both professional and academic fields. In this last area there is a barrier between some students, the lack of motivation to learn this language, since they do not use it outside the educational center and do not feel the need to learn it. In addition, in many cases it focuses on precision and not on fluency.

In this work the importance of motivation in the English subject will be developed, highlighting CLIL methodology, a method that allows students to learn English through any common subject, not only in the English subject, but through real situations related to the context and needs of the students. This will allow students to face everyday situations on a daily basis.

Keywords: Evaluation, English, innovation, students, motivation.

RESUMEN

Se ha enfatizado mucho sobre la importancia del conocimiento de lenguas extranjeras como requisito tanto en ámbitos profesionales como académicos. En este último ámbito existe una barrera entre algunos alumnos, la falta de motivación por aprender esta lengua, ya que no hacen uso de ella fuera del centro educativo y no sienten la necesidad por aprenderla, además en muchas ocasiones se centra en la precisión y no en la fluidez.

Este trabajo se centra en la importancia de la motivación en la asignatura de inglés, destacando la metodología CLIL, método que permite que el alumnado aprenda inglés a través de cualquier materia común, no solo en la asignatura de inglés, a través de situaciones reales relacionadas con el contexto y necesidades del alumnado. Esto le permitirá afrontar situaciones cotidianas de su día a día.

Palabras clave: evaluación, inglés, innovación, estudiantes, motivación.

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1. INTRODUCTION

The modality of this work is a didactic proposal. Its first part will study the importance of motivation as an essential basis to attract students to learn English through CLIL, so that it is not something complex and tedious to acquire. Thus, a review on authors who justify the great importance of motivation in the classroom will be offered. On the other hand, the second part of this Master's Dissertation will consist of a didactic unit, which will develop some of the critical issues on motivation addressed in the first part.

According to Cerdá and Querol (2014: 16), today's society requires mastery of other languages in addition to mother tongues, and the European language policy advocates the promotion of multilingualism. According to what the Common European Framework of Reference for Languages (2001: 131) indicates, it is necessary to intensify language learning and teaching. The command of several modern languages is an essential element to promote communication between European citizens and at the same time encourages their mobility, cooperation and mutual understanding (Boldizsár, 2003: 11). It is why we must try to solve the need to learn this language today. English is the most important language and most used in Europe, in countries where English is not the mother tongue, it has turned out to be the lingua franca, according to Moreno Carré (2012: 8). This language is present in many areas, in that of science, technology and communication, therefore it is an aspect of critical importance, both academically and professionally. And English has turned out to be important not just as a language itself, but as the language through which other subjects are learnt, which constitutes the basis of multilingualism and CLIL, which entails changes for learners and for teachers, who need more training to address this new methodology.

Education has had to adapt to using new methodologies to optimize English learning and even starting to work from an earlier age (Pérez Cañado, 2018: 56). The introduction of the English language in schools at an early age and its subsequent extension in bilingual programs have been considered as elements that contribute to the formation of a new European citizenship (Pérez Vidal, 2009: 6). Throughout Spain, bilingual education and the methodological approach to integrated learning of content and foreign languages that

are associated to it, which we refer to with the acronym CLIL, have grown significantly, to the point that Spain is considered one of the European leaders in this area (Lasagabaster and Ruiz de Zarobe, 2010: 14).

2. JUSTIFICATION

I have considered selecting the topic of motivation in CLIL classes, after going through several stages and endless experiences both as a teacher and as a student in the English subject. I have always been clear about my vocation towards teaching, but I did not like the English subject. Since I was little, it seemed like a very tedious subject, full of grammar and very far from the reality that I lived. Since I did not see it useful in my day to day. Why? Perhaps because I didn't have that practical approach at the time.

Once in my career as a kindergarten teacher, I saw the importance of knowing English nowadays. And how I had to change that feeling I had for this language. So, I decided to go abroad to an English-speaking city. I decided to travel to an English-speaking country since I saw that learning in academies and even during the degree was very tedious, grammar and more grammar. I felt that I was not advancing in my learning with English. This experience abroad helped me get so hooked on this language, so that I ended up studying Primary Education with a major in English in England. Why did my way of approaching English change so much? Because in England I learned in a practical way, they were aspects and situations that I used in my day to day. It stopped being a tedious grammar class.

After many years there, I decided to return to Spain to put into practice everything I had learned. What was my surprise? The students here are as unmotivated as I was in primary and secondary education. If the method has barely changed, and society has evolved at a dizzying pace, what is happening to children? The English subject has no attraction for them, because they don't get the useful side, we are in a multicultural society, where we have English more present than ever and yet we are still far from having our students at the level required by the circumstances.

Technological advances, access to technology for children, has caused their aspirations to have drastically changed, now there are many who don't want to be doctors, nor firefighters, they want to be tiktockers and youtubers. In this context education must combine all these factors very well, so as not to stay away from the interests of children and become the ugly duckling. Instead, it should be aligned with society and provide value to pupils so that it can be of interest and at the same time useful for their personal and professional development.

We need education to be a lever, and for that, I have considered that The Integrated Learning of Contents and Foreign Languages can help our students understand that learning is not boring and it has a much more direct contact with the day today, providing knowledge not only of the language but of other subjects that will enrich their vision of English and will internalize it in a more natural way.

Personalization has arrived in our lives, we no longer understand society by age groups, but by individuals, companies work more and more to be able to customize their products, and be unique, our students must also be unique within a group and be able to give each one what they need at all times so that learning is appropriate and natural. That is why I always try to collect a lot of information from my students before working on any aspect, to find out about their interests, their experiences with English, because of the importance of English today, among many other aspects.

For all this mentioned above, I have decided to make a didactic proposal in my Master's Thesis, both theory and practice are important, for this reason I have compiled information on the importance of motivation in CLIL and I have introduced a typical didactic unit so as to observe how all this theoretical knowledge can be applied in a more practical way that can be carried out in the classroom.

In the next point, the most relevant theoretical aspects of this work will be developed.

3. THE STATE OF PLAY – CRITICISM ON MOTIVATION

3.1. Motivation

The English language has become the language of the world, both in politics, in school, science, etc., so the linguistic competence of this language is paramount. According to Krashen (1982: 84), one of the most important factors in acquiring a second language is motivation. According to this author, sometimes students do not master the subject due to lack of motivation, and this makes them not persistent to learn another language that they do not use often, and only use academically.

On the other hand, Ocando (2012: 73) points out, motivation infers on the behavioral principles of students, such as verbal expression, choice of tasks, effort, dedication, among many others. Accordingly, Pérez Serrano (2005: 9) indicates how motivation in the educational field refers to the willingness of students to learn.

In motivation, factors such as interest, curiosity and the desire (need) for achievement play a part. According to García Bacete and Doménech Betoret (2003:12), these factors will depend on the circumstances and context of each student, such as external elements, parents, teachers, exams, that intervene in the process of learning. When a second language is learnt, motivation and self-esteem are factors that are considered "foreign", but this does not mean that they do not affect learning, quite the opposite, it affects the process of acquisition of it, this will allow some individuals to be more successful than others in acquiring a second language. A highly motivated person learns the language they are learning better and faster and with greater efficiency.

The concept of motivation “should be understood as the plot that supports the development of those activities that are significant for the person and in which they take part. In education it should be considered as the positive disposition to learn and continue to do so in an autonomous way” (Ajello, 2003: 259).

Maslow (1991: 21) develops the theory of motivation through basic needs following a hierarchy. We can highlight the following:

- Physiological needs. They are those at the base of the pyramid, they are the basic needs, to eat, rest or breathe.
- Security needs. People need stability and organization in their lives.
- Love needs, social. The need to relate to others in order to develop as a person.
- Esteem needs. A good assessment of the people themselves and the rest. It is activated when the most basic needs are covered.
- Self-actualization needs. It is the tendency to make a wish come true, developing new possibilities.

These factors are also related to the specific context where learning takes place, and at this point we should distinguish between two learning contexts, as defined by Pérez Serrano:

ESL: English as a Second Language. It occurs in a multilingual classroom, that is, in a country where English is the language par excellence.

EFL: English as a Foreign Language. The context is very different, it is a country where English is not the official language, but is taught as a foreign language. In this case, motivation is affected by the context of teaching English as a foreign language since, on occasions, the student may not see the study of a second language relevant. (Pérez Serrano, 2005: 13)

As regards teaching of English as a foreign language, it takes place in an environment where this language is not the official language. According to Pérez Medina (2006: 65), motivation is affected in this context, as on some occasions learning a language for the student may not be of interest since the language is not part of their day-to-day life.

According to Morón Macías (2011: 1), some students do not show interest in learning, they do not make an effort, nor are they interested in everything that the school and the teachers offer to them. But what is it that the student finds motivating and what does not? How can we know? This author explains that there are great differences between students, since what is perhaps motivating for some students is demotivating for others. There are many aspects of great importance, such as the type of activity, the

interaction between the students, the variety of resources that the students use, the topic chosen by the teacher, if it is attractive to the students, how it transmits the messages the teaching staff, the way they are evaluated, among many others.

According to Morón Macías (2011: 3), it is not easy at all to arouse interest in students on some occasions. Some factors that can help us can be the use of resources, techniques, dynamics and games, among many others. This is where it is vitally important to use a varied, dynamic methodology, where meaningful learning predominates. This author defines motivation as a volitional act of the human being that depends on each individual, but it must be taken into account that the role of the teacher will be essential to carry out this action. Therefore, a pleasant environment must be created, which encourages dialogue, cooperation, where the student feels comfortable, without fear of participating, in this way motivation will be easier to achieve.

New technologies are part of everyday life for any person. In particular, they allow the increase in students' motivation. As Anaya et al. point out, "the use of ICT in the classroom help both, students and teachers to have access to a great of information that students could use to take into practice with short interactions" (2012: 119), always bearing in mind that all tools must be monitored and supervised by the teaching staff. These authors carried out a study for two years in which they studied the needs and interests of the students. The students showed great demotivation towards English. For this reason, they chose to incorporate ICT as a method of learning English, using websites, blogs and applications, among others. This allowed the students to explore and interact with each other through computers, which changed their routine based on a monotonous school environment, and helped them to improve personal relationships, behavior and, of course, academic performance in the subject of English. The students were more willing to work on the different activities, and as they progressed, they felt a greater taste and appreciation for English.

It is also very important in the teaching of a second language, as Moreno Carré (2012: 46) indicates, that the teacher knows the different teaching-learning methods, since it will help him or her to choose his or her own method. In the case of teaching a second language, this involves very different methods. There is no single method one hundred percent recommended, so this project will try to carry out a multimethodology or an

eclectic methodology. It is about selecting the most valuable approaches, techniques and methods to carry out a form of action that allows us to develop various competencies and achieve the greatest objective, the acquisition of a second language, English.

According to Ortega (2009: 183), the eclectic method allows the achievement of broader objectives in the teaching of English than the rest of the methods. The eclectic trend presents an attempt to overcome the limitations of highly hopeful specialized methods to achieve higher levels of literacy. By choosing valuable aspects of the various methods and appropriate pedagogical procedures and techniques, a program of teaching a second language, in this case English, can be organized.

According to Herrera Clavero et al. (2004: 3), motivation is carried out as follows:

- Activation: the person initiates an action.
- Direction: the person is heading towards an object.
- Maintenance: the person persists in reaching it.

It is essential that teachers arouse the curiosity of students. Some aspects that could be effective according to Naranjo Pereira (2009: 153-155) are the following: the novelty of knowledge and highlighting its importance, so the student finds meaning in learning; promoting exploration and reflection on topics that are of interest to students; and the integration of new knowledge with previous ones.

According to Herrera Capita (2008: 3), motivation must be given before, during and at the end of learning:

- Before learning: it should be considered that not all students have the same goals. There may be students who want to learn something useful, students to whom passing gives security, there are students who have the need to preserve self-esteem and others who require unconditional personal acceptance. Some measures to promote motivation would be the following:
 - Arouse curiosity, confronting students with new information.
 - Interest must be activated and maintained, through actions such as activating prior knowledge.
 - Show the relevance of the task.
 - Create cognitive conflicts within the classroom.
 - Promote a pleasant classroom environment.

- During learning, the following strategies can be carried out:
 - Use examples and language familiar to the student.
 - Vary the elements of the task to maintain attention.
 - Organize activities in cooperative groups.
 - Show the applications that may have the knowledge.
 - More effective design of learning tasks.
- At the end of learning, teachers must take into account:
 - Design evaluations that not only provide information on the level of knowledge, but also allow knowing the reasons for failure, if any
 - Give a personal evaluation.
 - Teach the subject a new pattern of explanations for their results
 - Dominate personal effort.

The study carried out by Pérez Medina (2006: 72) to show that motivation is a fundamental aspect in the teaching of English also highlights two important aspects: promoting learning strategies to train teachers, and assuming the commitment to reinforce their linguistic and communicative competence. The second aspect refers to the theoretical-practical relationship, which should be considered by all English teachers, as the teacher must help students to determine the motivational reasons why they want to learn English, whether they are internal or external, as well as their objectives.

If students are motivated, they will make a greater effort to learn, and perseverance and this will be reflected in their grades and their academic performance, as Pérez Medina (2006: 68) indicates in his study. According to Gardner (1972: 143), two types of motivation can be distinguished: integrative and instrumental.

- Integrative motivation: this motivation is essential to acquire a second language. Giving the value that the language being learned deserves, including its cultural aspect.
- Instrumental motivation: it is related to the acquisition of a second language, but in an environment where there is little or no social integration of the student with the native community of the language they are learning. Learning through practice such as passing an exam.

Accordingly, Lile (2002: 3-4), provides us with another classification of motivation:

-Intrinsic motivation: it must be worked through aspects that the student finds interesting, focusing on their interests and taking them towards the practice of a second language. It is internal motivation, it comes from within the student. In other words, students study because they want to learn something, because they find it interesting, rewarding to learn. The ultimate goal is to have a motivated student at the same time that they learn.

-Extrinsic motivation: this is the type of motivation in which the student receives rewards for learning. In other words, the student learns and studies for other reasons, to receive a reward, a gift, avoid punishment.

Students should be encouraged to learn through intrinsic motivation rather than extrinsic motivation. Some important data that should be considered when teaching English to improve motivation according to Medina et al. (2013: 193-194), are the following:

- It should be emphasized that the child listens and speaks in English and not that he writes.
- Do not use the new language to teach concepts that children do not know.
- It is necessary to speak in English, so that the students hear the rhythm.
- Repetition is very important.
- Classes should be fun, for meaningful learning to take place.
- Motivation must be worked with a wide variety of resources and games.
- The activities should be short, varied and change the pace of the class.
- The first activities will be more hectic and those at the end will be to relax.
- It is advisable to start the class with a visual signal so that the students know that they are beginning to speak another language.
- Games are the basis to motivate them to learn and carry out fun learning.
- Cultural aspects of English-speaking countries should be studied but without neglecting those of the students.

On the other hand, in order to better understand how lack of motivation can affect low performance and how motivation fosters a better performance, Parra Diettes (2013: 146-149) carried out a study to understand the academic performance in English and to look for new learning strategies in learning in this language. Some of the conclusions after carrying out this study were the following:

- All the students who were interviewed agreed and affirmed that English helped them to achieve a better work location since they can interact with people from other countries. For this reason, it was important that the teacher encouraged the taste for learning this language.
- Students prefer to develop activities using a variety of audiovisual resources and materials. They find the subject more interesting. Although it was also stated that the most difficult activities are reading, writing and interpretation of oral expression. Therefore, emphasis should be placed on listening competence.
- Another aspect that was discussed were affective and social strategies, such as motivation, which favors learning, since despite the errors they help the students to keep trying.
- When the student gets low grades in the English subject, the students turn negative, this prevents them from continuing to learn.
- In addition, it has been proven that standardized tests create confusion and nerves in students, different forms of evaluation should be sought, which are more motivating, which allows them to reflect.
- It was also concluded that each student develops different learning strategies. Some activities can be very motivating for some students, but not for others.
- The research concluded that students are unaware of their learning strategies, and this affects their way of learning. A previous diagnosis must be made so that they reach their own learning objectives.

As regards local researchers, Tortosa Ybáñez et al. (2016) put into effect a study based on the study of the English subject in Alicante. Some of the most relevant aspects of this study were the following:

- The students showed support for the English subject, they recognized the importance it has in today's society.
- Students taught in English in primary school finish their higher education at a higher level.
- There is a high rate of students who enter the university without any type of English certificate and have to combine their university classes with

supplementary English classes. It is still necessary to implement a large number of proposals that lead to a teaching system more committed to teaching in English. According to Naranjo Pereira (2009: 153-155), there are three fundamental perspectives on motivation: behaviorist, humanist and cognitive.

- Behavioral perspective: it defends that rewards motivate behavior and direct students' attention to appropriate actions and keep them away from inappropriate actions.
- Humanistic perspective: it is the human capacity to grow, according to the personal qualities of each person, and taking into account their freedom of choice.
- Cognitive perspective: it emphasizes ideas and considers that what the person thinks may happen is important because it determines what happens.

3.2. Methodological approaches to foster motivation.

Due to this, teaching-learning methods have evolved with society, but in many cases, it is not being reflected in the classrooms, since teachers continue to teach in a very traditional way (Stern, 1983: 134). Some of the methods that favor a better learning of English, avoiding the lack of motivation of the children are:

Communicative approach: this method was developed by Nunan (1991: 4-5), as this author says, students must be taught or exposed to all kinds of interactions that may be found in their day-to-day lives. This method gives special importance to interactions where students use the foreign language with their classmates simulating real situations. (Nunan, 1991: 12)

CLIL (Content and Language Integrated Learning): this method offers a solution to prepare learners for linguistic and cultural demands, as Europe is becoming more concerned in L2 teaching (Marsh, 2002: 50). In recent years, CLIL has become an essential term in the teaching of a second language, as it helps to enhance the student's language skills without neglecting the content (Coyle et al., 2010: 4).

This method carries out two purposes, learning English while addressing objectives of other subjects, this vision was coined in 1994 by Marsh. That is, the

development of L2 learning is acquired at the same time that content aspects focused on other subjects are promoted (Marsh et al., 2010: 107).

Marsh unified the different models of teaching a second language that existed at that time in the 70s, and it is here that the term CLIL begins to be used in an innovative way (Coyle et al., 2010: 14). This approach is learned in an integrated way. If students learn in this way, they will be more motivated, as they will not be only learning a new language but a new content too (Cook, 2001: 19).

CLIL carries out meaningful learning where different types of teaching are worked on, based on real situations and experiences, including intercultural competence, where culture is recognized as a learning method, group work, individual work, in pairs, teachers can monitor student progress (Marsh, 2009: 12).

In this method, the teaching-learning method is applied in a totally new way. Students learn through an additional language, made up of different skills and knowledge to create what is called meaningful learning (Marsh et al. 2006: 21). According to Marsh et al. (2010: 110-111), some of the most prominent principles in CLIL are the following:

- A more natural use of the language, related to real processes.
- A participatory and communicative methodology.
- Includes the use of new technologies.
- The use of cooperative learning
- Participation of the students in the use of the topics and tasks to work on.
- The students will have a commitment in the learning system.
- It takes into account the students' previous skills and knowledge.
- Techniques are used to cope with errors as part of learning.
- The student's self-confidence will be worked on.
- The teacher acts as a learning facilitator. (Marsh et al., 2010: 110-111).

The vast majority of students start with a basic knowledge of content, through CLIL they build knowledge and language at the same time. In the CLIL lessons, at the same time that contents are incorporated, those already acquired are tried to be connected. The students interact with their peers, with the materials provided. From here the build new

knowledge going from simple awareness, real understanding and being competent. The student learns better with help, between the state that the student needs help and that he/she can carry out the activities autonomously and independently, there is a span that allows the student to acquire a new knowledge or skill. According to (Attard et al. 2016: 26). :

Students can be helped to complete independent mastery with the help of someone with a higher level of knowledge or skill. This support can be called "scaffolding" which provides a platform from which students can build the next level of understanding and knowledge. (Attard et al., 2016: 26)

According to Marsh et al., when teachers use CLIL methodology, they will be able:

- To design CLIL modules and lessons to support learners in building their capacity
- To cooperate with their classmates in short interactions simulating real life, using the FL as a mean of communication in oral and written texts.
- To improve creativity and critical thinking (Marsh et al., 2006: 20-21)

The teaching of English has several fundamental elements collected in the 4C's Framework (Coyle, 2006: 4) that allows planning CLIL lessons:

- Content: the idea is that students create their own knowledge and not only focus on acquiring it, thus developing learning skills.
- Cognition: the content should be a challenge for the students. They can make their own interpretation of it. Their linguistic demands must be analyzed.
- Communication: something essential is the use of language in social interactions, taking into account the real context of learning.
- Culture: intercultural awareness is of vital importance in CLIL, it allows to broaden the knowledge of oneself and of the other.

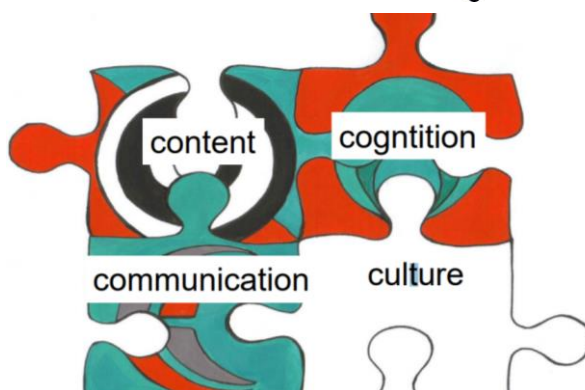


Figure 1. 4 C's (Coyle, 2011: 49)

Total Physical Response (TPR): Asher (1972: 133-139) contemplates that an optimal learning occurs when the language is learned in a similar way to the mother tongue, giving special importance to communication and interaction, that is, oral skill.

In this approach, a relaxing environment is created, which allows you to work on L2 through movement based on a natural approach. “Students are exposed for a long time to the language they are learning, so that they record in their mind the language that will later serve as a source and help them to enter the activation stage”, according to Asher (1966: 1223-1224).

Theory of Multiple Intelligence: Gardner expresses that an “intelligence implies an ability necessary to solve problems or to elaborate products that are of importance in a cultural context or in a given community” (Gardner, 1993: 36-37). Gardner began his theory by establishing seven types of intelligence in 1993, but five years later, and specifically in 1998, he added naturalistic intelligence (López, 2005: 8-9). Gardner (1994:32) states that all intelligences are equally important. Therefore, the problem in some countries is that mathematical intelligence and linguistic intelligence are given too much importance and do not leave room for other intelligences.

This author describes 8 types of intelligence:

- Linguistic intelligence.
- Logical and mathematical intelligence.
- Spatial intelligence.
- Musical intelligence.
- Bodily and kinesthetic intelligence.
- Intrapersonal intelligence.

- Interpersonal intelligence. (Gardner, 1994:9)

As mentioned before, a new type of intelligence was introduced in 1998, naturalistic intelligence.

Krashen's Theory of Second Language Acquisition: The theory of the acquisition of a second language is based on five hypotheses (Krashen, 1981: 31 -32):

1. Learning versus acquisition: there are two strategies that can be used to acquire a second language, acquisition and learning.
2. Acquisition is a subconscious process, that is, the student does not realize that he is acquiring this second language because he focuses on communicating, but learning develops through this communication.
3. The natural order: it indicates that the grammatical structures are learned in an order, that is, first some and later others.
4. The monitor: the ability to produce sentences in a second language. This requires some grammar rules (learning).

Cooperative Learning. According to Cerdá and Querol (2014: 22), cooperative learning is based on group work:

- Learning takes place through the cooperation of all members of the group, they are heterogeneous groups. This will promote cooperation and mutual help relationships.
- The teacher acts as a mediator, accompanies the students during the teaching-learning process. The student learns through interaction.
- Cooperative learning allows putting into practice what the students have acquired theoretically and where the development of interpersonal skills is allowed.
- With this method, meaningful learning will be carried out with intrinsic motivation, through heterogeneous groups and having the teacher as a mediator, all this will favor the acquisition of a second language and develop communicative competence.

Significant learning is carried out through motivating activities, following the interests, needs and preferences of the students, always having a balance between all the

activities that are carried out throughout the course. These activities not only entertain and motivate, they also teach (Alcedo and Chacón, 2011: 72-73). These methodological approaches will be considered in the didactic unit.

3.3. The use of games and ICT in the classroom as a motivating tool.

According to Uberman (1998: 21), the game is not just a simple spontaneous activity, but it helps students to develop their potentialities. Socialization is the basis for developing emotional aspects, imagination and interpersonal relationships, among many others.

According to this author, this practice should be implemented in all educational centers, not only in those for learning a second language such as English. Learning through play as a learning approach motivates students towards learning while having fun and develops very positive attitudes towards the use of English, since the child expresses his concerns and learning, without barriers or inhibitions.

On the other hand, Information and Communication Technologies (ICT), according to Chaves et al. (2015: 161), increase the possibilities of interactivity and connectivity. Therefore, technology and communication require teachers to use ICT skills, they must update their skills and use them in teaching English to make learning more successful, as this will allow a more dynamic, creative and real learning.

Following the study of these authors in the analysis of the use of new technologies in the English classroom, it should be borne in mind that on many occasions the necessary resources are not available to facilitate access to new technologies. As specified before, many of the teachers do not have the training to conduct a class using the new technologies. But nevertheless, technology continues to advance by leaps and bounds.

As Piñón & Nares (2017: 7) detail, the use of ICT is very favorable in the teaching of English. ICT open the doors to a world with a wide variety of options that we can use in the area of English as a teaching method. It is about introducing innovation in classrooms to make them more interesting and motivating for students. In addition, the use of technology within the classroom has made the student become the center of attention and not the teacher.

The study carried out by Piñón & Nares (2017: 11) showed that the use of ICT and a great variety of tools can be used in the teaching of English, since students increase their motivation to learn and make a better use of the subject, as this study concludes, all of this aspects help students to have a significantly better academic performance.

The study carried out by Arenas (2014: 14) shows that students have very different interests and needs. This study shows that students want to use computer media to learn in the classroom and that without them they would not advance in their learning. For this reason, families and teachers must be made aware that technological advances allow students to get closer to knowledge. Therefore, the importance of introducing the use of new technologies in the classroom to learn English.

4. DIDACTIC UNIT

4.1. Justification

In no case the syllabus can be considered an independent and isolated process. On the contrary, it has to be carried out within the framework of the School Educational Project and official curricular concretions set up by the educative legislation and the specific characteristics of the students.

LOMLOE, in its article 6, establishes the importance of designing an annual plan. The need to carry out an annual plan is justified by very diverse reasons such as:

- It enables teachers to adapt the teaching process to students' context.
- It helps to eliminate improvisations.
- It lets us write a much more concrete document according to the needs of our students and characteristics of our school.

4.2. Contextualization

This didactic unit is going to be carried out for the 2nd cycle of primary Education, Year 3. It is adjusted to the social context the school belongs to. Whether the environment is or not favourable, it is also taken into account. The main characteristics of didactic unit are adequacy, flexibility and viability.

Concerning geographical location and environmental aspects, this school is located in an urban middle-class area (more than 326.000 inhabitants) in Córdoba.

As regards socio-economic aspects, people belong to a middle-class socio-economic level. Most people work on the service sector. Generally, parents are concerned about the education of their daughters and sons, and they encourage it. The population has increased due to the coming of new inhabitants from abroad. Particularly, in this school there are 31 immigrants in primary Education.

The class is composed of a heterogeneous group (a mixed-ability grouping) made up of 25 students (15 boys and 10 girls). Regarding the attention to diversity, on the one hand there is a boy with ADHD but he has not got any intellectual problems, who has difficulty in paying attention and shows disorganised working habits, and on the other hand there is a girl with high intellectual capacities who is very independent and very sensitive to the environment. Regarding the attention given to these students, there will be a special methodology where clear orders, focus on one exercise at a time, adapted materials and good articulation will be taken into account. Furthermore, there is a boy coming from Germany who does not speak Spanish, but he can speak English. More information will be given in the point 9. In the school there are pupils between three and twelve years old, and there are nineteen teachers.

As regards facilities, the school has an English classroom with plenty resources. It is a big space to create different corners of work, a computer's room, equipped with 30 computers connected to the Internet, a library with a great number of books, a lecture hall, a gym, a kitchen dinner, and two playgrounds with small gardens and sport facilities. Besides, the School develops the European Language Portfolio for primary Education initiative (Age 8-12), validated model n. 51.2003 in Spain.

4.3. Objectives

There are 14 general objectives for the stage of primary education, but the one that we are going to focus on is the “f”: “to acquire, in at least a foreign language, the basic communicative competence enabling them to express and understand simple messages and get by in daily situations”, as it is mentioned in RD 126/2014 in article 7.

There must be pointed out other general objectives to work on CLIL:

- Acquire a specific vocabulary that allows students to be able to observe, analyze and comment on the content of non-linguistic subjects and to communicate about specific topics; to achieve this end, students must progressively acquire, enrich and differentiate the specific vocabulary.
- Improve reading comprehension and communicative practice, since the teaching of the subject is based on texts written in the foreign language, the development of reading comprehension plays an important role in bilingual education. Reading strategies can help to understand authentic texts and involve the acquisition of methods that facilitate the autonomous work of students.
- Improve communicative practice through the development of the following communication skills: productive speaking skills, productive writing skills, receptive listening skills, receptive reading skills, receptive audiovisual skills, receptive talking skills and receptive writing skills.
- Achieve a connection between language learning and non-linguistic subject matter.
- Achieve active listening that should be dosed and used gradually, at least in the beginning and in the initial courses.

4.4. Competencies

The RD 126/2014, 1st of March, in its article 2.2., following the recommendations of the European Union for education, establishes seven key competencies for primary Education which must be linked to the established objectives for primary Education.

The *Ministerial ORDER ECD/65/2015, 21st of January*, states “key competencies as a basic curricular element”, in article 6.

We also should take into account that key Competencies will be a referent tool for the evaluation of the students. Through the evaluation it is made clear to the students the competencies that are being evaluated. In a CLIL lesson, the "can" statement is related to the previously mentioned "C's" (3.1 motivation section):

By including specific competencies in an assessment rubric, the teacher has the opportunity to make clear not only a skill that they have deemed important for a

particular activity in the classroom, but also to demonstrate how the competency can be improved and developed by a student. (Attard et al., 2016: 46)

Here are the 7 key competencies as they appear in *RD 97/2015*.

1. Competence in Linguistic communication (CLC): language should be used as an instrument of oral and written communication.
2. Competence in mathematics, science and technology (CMST). This competence allows the student to reason, argue, formulate hypothesis, deduce, induce, etc
3. Digital competence (DC). It involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT). The linguistic activity is highly performed today through technological means.
4. Learning to learn (L2L). It implies getting the skills to initiate the learning process and being able to keep learning in an effective and autonomous way.
5. Social and civic competencies (SCC). it is related to build responses, take decisions and solve conflicts, as well as to interact with other people and groups according to norms based on mutual respect and democratic convictions.
6. Sense of initiative and entrepreneurship (SIE). It is the ability to transform ideas into actions. It means becoming aware of the situation to be solved.
7. Cultural awareness and expression (CAE). It involves, knowing, understanding, appreciating and valuing the different cultural and artistic demonstrations.

Table 1. 7 key competencies (*RD 97/2015: article 6*)

4.5. Contents.

Regarding article 2.1 of the *Royal Decree 126/2014 of February 28th*, contents are defined as

A set of knowledge, skills and attitudes that contribute to the achievement of the objectives of each stage of education, training and skills development. The contents are arranged in subjects, which are classified as areas based on the educational levels or programs taking into the account the students. (RD 126/2014: article 2.1)

There are four blocks of contents established in the *RD 126/2014* for the teaching of the FL in primary Education. These have been defined specifically in the *Royal Decree 97/2015, 3rd of March*. They are also divided into cycles for the 6 levels of primary education.

- Block 1: Comprehension of oral texts: It claims that students acquire the necessary skills to identify the essential information in short and simple conversations in which they are involved.
- Block 2: Production of oral texts: expression and interaction: students need to have live access to spoken communication, based on an interactive and practical context where they can obtain and understand information.
- Block 3: Comprehension of written texts: it develops basic strategies appropriate to understanding written lexicon related to everyday situations.
- Block 4: Production of written texts: expression and interaction: it includes the construction, in paper or electronic support, of short and simple texts.

Table 2. Blocks of contents (RD 126/2014, annex I, pp 39-53)

4.6. Time planning.

Time planning will be distributed as follows. In total, the topic would be worked on for two and a half weeks (The rubric of this sessions can be found in Appendix 12):

- Session 1: 1 day.
- Session 2: 1 day.
- Session 3: 1 day.
- Session 4: 1 day.
- Session 5: 2 days (as children have to do the expositions of the lapbook).
- Session 6: 1 day

In the school year there are roughly 37 to 38 weeks, about 181 days. Therefore, one didactic unit will be covered more or less, every two weeks and a half; this is to say, within 6 sessions.

4.7. Methodology.

According to Martos Romero (2007: 5), the multididactic approach of the units, together with the improvement of communication and evaluation that new technologies allow, improve the motivation and satisfaction of the students in their training period.

According to what Pazmiño Calero et al. (2013: 556-557) detail, the eclectic methodology for teaching a second language is very effective. Eclecticism collects the valuable and representative aspects of the global method in order to provide meaningful learning and thus organize a teaching program for the development of the student's capacities, essential to meet the learning needs.

According to these authors, the application of various methodologies offers a great perspective for the implementation of new methodological guidelines that facilitate the implementation of the eclectic approach. These will be the starting point for teachers in charge of teaching, learning the English language of those who are willing to take on this great responsibility. The following aspects are required:

- The leading role of the student. Knowing the context of the student is paramount. Therefore, an analysis of the psychological, linguistic, pedagogical and sociological aspects will be carried out to identify and perceive the situation and real need of the student.
- The performance of the teacher. The teacher will be responsible for correctly selecting the teaching strategy and resources so that the student's performance in the classroom achieves the objectives set and overcomes the difficulties encountered throughout the English learning process.
- Variety of strategies. The strategies to be implemented must be sufficient, broad and varied according to the communicative nature of the language course, guaranteeing student demand.
- Linguistic input. Determining factor in learning English. When considering the eclectic approach, the teacher ensures that the linguistic input, from the oral and written medium, is interesting, relevant, motivating, original, meaningful with the student's level of competence.

- Contextualization. Innovative strategies must be carried out to solve by students. Also, be congruent to the learning setting to recreate language acts in similar learning environments based on an eclectic approach.
- Methodological sequence. The teacher will analyze and evaluate the benefits of the strategy in relation to the needs detected.

According to Porras Loyola (2013: 3-4), throughout history there have been various methodologies for teaching-learning a second language. These have evolved over time, adapting to society and students. As the science of education is constantly changing, new approaches have emerged to make teaching-learning processes increasingly effective. The different educational methods that could be carried out in the classroom have already been mentioned, they can be found in section 4.1.

4.8. Materials and resources.

The CLIL Pyramid takes into account six quality principles to select appropriate materials for classrooms (Meyer, 2010: 295-300):

1. Insights from CLIL-Research: CLIL is based on the 4 C's.
2. Rich Input: the materials used should be challenging and authentic. The content must be meaningful, adapting it to each context. It must be related to the daily life of the students, following their interests and needs.
3. Scaffolding Learning: it must be ensured that students handle authentic materials. It is essential that they have broad support, they need scaffolding for the input language.
4. Rich Interaction and Pushed Output: The interaction is carried out through tasks within each CLIL lesson.
5. Adding the (Inter-)cultural Dimension: the student must be prepared to work in teams taking into account the cultural aspects and the linguistic and non-linguistic aspects.

According to Masapant (2015: 29), two types of materials can be distinguished in the English subject taking into account the methodology CLIL:

1. Real didactic resources for academic purposes: these are the resources created for academic purposes, whether made by the teacher or by other sources. They are

usually the most used resources by teachers to carry out English classes, because the teacher and the student have the same material, such as flashcards. Teachers have to innovate, to be participants in change, to carry out a better education.

2. Authentic materials: they have been designed with another objective than to teach a language. They can be videos, recordings, etc. Although they can be of great help to carry out in English lessons.

Teaching materials and resources play a very important role in stimulating learning. They allow interaction with real communicative situations, students will be enriched, not only linguistically, but also culturally. Many teachers find it difficult to find authentic and meaningful material, but the internet can provide us with a great variety (Masapant, 2015: 26).

As regards this didactic unit, these are some of the resources that have been used:

o Plickers application: according to López García (2016: 88), it is a free tool for Android and also iOS. The application gives the possibility of carrying out questions or tests, in which everyone will see who answers correctly or incorrectly. This will create a “healthy rivalry” and learning will be a game. Plicker does not need each student to have a computer, only the teacher will need a device (Tablet or smartphone). To answer the questions, the students have cards with special codes created by the same web page. According to the answer they want to give (A, B, C or D) they must position the card, they must lift it so that the teacher with his device can scan the answers. These responses will automatically be represented in a graph that can be viewed on the computer or mobile. This website will help us to evaluate the students of the acquired knowledge.

O Quizlet Live: it is a free platform, internet access is required. The teacher must create a working group, choose a study unit to include the questions and answers. In addition, the platform allows you to create different activities, autonomous or even classroom games.

The collaborative play activity in the classroom is called Quizlet Live. The web generates an access code to the questionnaire. Competition and collaboration are combined so that students learn by forming teams (minimum 4 teams). All

groups would receive the same question, but each partner sees different possible answers, and only one of them has the correct one, having to communicate in order to detect it. They have to get it right to go on to the next question and if the answer is wrong they have to start over. Teamwork is essential (Calafat et al., 2018: 793).

O Kahoot: it is a free learning platform based on games. The goal is for students to learn by playing in the classroom. In the Kahoot platform you can make questionnaires, teachers can design the questions for each of the subjects. It can be done in a group or individually, it is similar to Quizlet Live. (Calafat et al., 2018: 793).

O e-Twinning: It is an initiative that encourages the development of projects between two or more schools in different European countries to carry out collaborative work through an Internet portal and ICT. It helps to bring students closer to the culture of other countries where the language they are studying is spoken, this will increase their motivation. This, in addition, will help students to become familiar with the use and knowledge of other European languages and knowledge of other countries, with children of the same age who speak differently from him, know their customs and culture and their day-to-day life In the classrooms (García, 2013: 261).

O Bee bot: it is a robot that is shaped like a bee and the students have to give it instructions with the buttons it has (forward, backward, turn right or left). Students must sequence it correctly through the buttons to reach the destination that will be previously marked. This robot helps to promote curiosity, attention, reasoning, students show interest in technology, express and recognize vocabulary orally. It is a new way to express your ideas and communicate with others.

o Learn English kids: is a website to learn English. The website belongs to the British Council. There are games, listening videos, texts to read and also practice writing, doing crafts, practicing speaking and spelling, grammar games, it has endless resources to use in the classroom (Elfau, 2015: 16).

O Studyladder: it is a website to also carry out some activities in English, it is an Australian website, it is adjusted according to its academic system. If you register

as a teacher you can take courses for the class students and they can connect through the teacher's invitation (Elfau, 2015:18-19).

4.9. Students with specific needs

4.9.1. Students with some type of educational need, whatever its natural (cognitive, physical, psychic or sensory disability) or a behavioural disorder, require special attention. Those students can be diagnosed with a permanent disability or with a temporary disability (our case). We have a boy with ADHD (combined type) with specific characteristics and measures.

4.9.2. Students with later enrolment in the Educational System, LOE art. 78 (foreign students)

It includes those who have a late incorporation to our Educational System. Most of these students suffer language comprehension problems. The rest of factors would be related to their social disadvantage. Regarding language problems, we will carry out necessary adaptations of curricular materials to improve their learning of the subject, as well as of the language. We would also participate in the actions promoted by the Interdisciplinary team and the regular class teacher. In my class, there is a German boy who does not speak any Spanish, but he speaks fluid English. I will design extension activities for him, especially at written level where he makes a few mistakes.

4.9.3. Students with high intellectual capacities

Actions should be planned or they should follow the guidelines given by the Interdisciplinary team and the special needs teacher. It is advisable to propose higher individual objectives for them, through follow-up complex activities, so they have to make the necessary effort and thus appreciate the achievement of results. We have a girl with intellectual giftedness and we are going to work on the following aspects:

	MEASURES
	» Encourage investigation and research. » Original and creative thinking.

Intellectual Giftedness	» Accelerated pace of learning. » Establish relevance to real-life situations. » Flexible grouping. » Groovy Helper role. » Extension activities will be provided.
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Table 3. Special Needs (Own elaboration)

Reinforcement and extension activities

Special attention will be paid throughout the development of the didactic unit to the strategies of reinforcement and extension of the subject. Without altering any of the essential elements, students will be provided with a space in the classroom where they will be able to access different activities independently, whether they finish before the rest, they will be able to access the corner of the extension activities, as if some difficulty is observed, you can opt for the activities that will be presented in the reinforcement corner. Some activities explained below:

- EXTENSION ACTIVITIES:

- **Bookflix:** it is a mural that will be in class where students will take a card where they make a record of the reading they are doing to share their opinions with their classmates. This will help the rest to choose one book or another.
- **Games to learn English web:** they are a series of online games, where you can choose the theme.
- **Scratch cards:** a series of cards will be made available to the students, they will choose one, they will have to scratch it to see what they have to do.
- **Secret words:** it is a jumbled words game, they will have to form the jumbled words puzzle.

- REINFORCEMENT ACTIVITIES:

- **Tiny cards:** it is an application where you work a lot of vocabulary.
- **Crazy rice:** in a bottle with rice, different words are introduced on small pieces of paper, the student will shake the bottle to be able to find some words and make a record of them.
- **Educaplay:** it is a web page where there are countless games, they can even be created.
- **Spinner:** the student will have a spinner and will turn it, they will have to try the maximum number of words learned from this unit before the spinner stops spinning.

4.10. ICT

Regarding ICT, we must underline that they contribute to the development of the seven Key Competencies, as they offer the students the possibility to work the linguistic competence, through Skype or Facetime, they give them sense of initiative and entrepreneurship and they foster their awareness and cultural expressions as they can keep in touch with people from different places and races (López García, 2016:85).

Similarly, it must be mentioned the eTwinning project which will be carried out throughout the school year. It is called “Getting Closer”. Its main aim is approaching children of different cultures, using email, chat, audio and video recordings and photo albums. As a consequence, children get closer to each other, their daily life and traditions. The countries which are involved in this project are Sweden and Ireland.

Other worth-mentioning programs that we will also use in the classroom for the activities to function are: Kahoot (<https://kahoot.com/>), Plickers (<https://plickers.com/>) and Quizziz (<https://quizizz.com/>), ClassDojo (<https://www.classdojo.com>), GoNoodle (<https://www.gonoodle.com/>) and “Too Noisy” (<http://toonoisyapp.com/>).

4.11. Evaluation

CLIL learning assessment is different from normal school tests. We can not use CLIL to revise contents that have been worked before in other subjects. As Attard et al. put it:

With this method students are learning new content and a new language at the same time, and the teacher must be able to assess progress in each. CLIL teachers can use assessment and give feedback, encouraging both students to work on developing their understanding of the subject content, and to help them focus on proper and correct use of the language. (Attard et al. 2016: 42)

When assessing student progress in a CLIL class, it is extremely important to keep in mind the difference between assessment and evaluation:

Assessment is classroom research to provide useful feedback for the improvement of teaching and learning. Assessment is feedback from the student to the instructor about the student's learning.

Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student's learning. (Attard et al. 2016: 44).

Classroom assessment is observing students in the learning process, collecting feedback, as teachers we should know what students are learning, in the process of language learning, which is the best method for them to learn, which style of learning suits them, we should also take into account their interests, needs, experiences... Assessment helps to know about what, how much and how well students are learning. Teachers should take into consideration some information to help students in their process of language-learning as Dashefsky (2018: 54) points out. Some of the characteristics of the classroom assessment in the classroom:

- **Learner-Centered:** it focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching.
- **Teacher-Directed:** it respects the autonomy, academic freedom, and professional judgment of college faculty.
- **Mutually Beneficial:** When students participate more actively, and feel more confident, they are likely to do better in their course work.

- **Formative:** Classroom Assessment is formative rather than summative. Summative assessments include tests and other graded evaluations. Their aim is to provide faculty with information on what, how much, and how well students are learning.
- **Context-Specific:** Classroom Assessments need to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied.
- **Ongoing:** Classroom Assessment is an ongoing process, perhaps best thought of as the creation and maintenance of a classroom “feedback loop.” Changes are made based on the classroom research results and student feedback.
- **Builds on Good Teaching Practices:** Most college teachers already collect some feedback on their student’ learning and use that feedback to inform their teaching.

Chart 1. Dashefsky (2018: 54)

The assessment instruments are those documents or resources that are linked to an evaluation activity, to establish in them the requirements and aspects to be assessed, clearly indicating the achievement levels of each one. It can be used documents such as rubrics, scales, lists..., the action of the teacher, student and partner, could be assessed in a triangular evaluation. (López Pastor & Pérez Pueyo., 2017)

The LOMLOE in its Art. 20 states that the evaluation of the learning process will be “continuous and global, and it will consider the progress in all the areas. The students will be evaluated taking into consideration the specific objectives, the assessment criteria established in the curriculum, and the Basic Competencies”.

Evaluation will answer to these three questions: What? When? How?

WHAT?	WHEN?	HOW?
A. The levels of learning attained by the students.	INITIAL EVALUATION	Observation, questionnaires
	CONTINUOUS EVALUATION	Observation sheet, interviews, Rubrics

B. The teaching –learning process	FINAL EVALUATION	Progress tests, Self-assessment, Rubrics
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Chart 2. Evaluation Overview (Own elaboration)

Further on some some evaluation documents will be included in the appendices (rubric, questionnaires, assessments...).

4.12. Lesson planning

LESSON PLAN Nº 3. (TRICK OR PETE)	INTRODUCTION: This lesson plan is aimed at 3 th course students and will be carried out taking into account the different learning paces.	Year 3, 1st term 6 sessions (60 minutes each)
	CENTRES OF INTEREST: <u>Halloween</u> : it is a way to know and live the English culture and its customs as a motivated way to learn a second language, creating in the children an open mind and curiosity.	
EVALUATION CRITERIA		DIDACTIC OBJECTIVES
- Identifying the essential information of the oral story “Trick or Pete” with the help of the pictures and gestures of the teacher. - Expressing with a neutral and informal register using the structures “there is” and “there are” and numbers. - Understanding the meaning of a text related to the pumpkin cycle life. - Writing on pobble a spooky story based on the one created orally with the whole group.		- Listen to and understand the story we are building orally all together about a skeleton. (CLC, L2L). - Express and interact in a simple conversation with their friends to guess the monster of the boardgame and discuss the parts of a pumpkin. (CLC). - Read comprehensively the written questions elaborated by their friends using the structure “how many”. (CLC, L2L). - Learn to use with progressive autonomy the pobble website as a motivating resource to practise writing. (DC).
KEY COMPETENCIES		
The lesson plan is based on all the key competencies, emphasising a close relationship with the following: - <u>Competence in linguistic communication</u>: they will practise spelling related to Halloween, build an oral story related to a skeleton, conversations with their peers about the parts of the pumpkin... - <u>Digital competence</u>: the use of pobble, plicker, tiny cards, and, quiver as a way to foment the use of digital area. - <u>Learning to learn</u>: Exploring the different parts of a pumpkin, and children will create a flip-up about the pumpkin life.		
CONTENT		

Block 1: Comprehension of oral texts	Block 2: Production of oral texts: expression and interaction	Block 3: Comprehension of written texts	Block 4: Production of written texts: expression and interaction
- Comprehension strategies of oral texts, such as: Trick or Pete story and jumble stories. - Active participation in the song Knock knock, trick or treat? - Identification of vocabulary related to Halloween.	- Participation in simple conversations, using an adequate pronunciation of the phoneme/ʈʃ/. - Recognition and use of elementary discursive patterns, “how many”, “there are/is”. - Receptive attitude towards my friends when constructing the story about the skeleton.	- Understanding of different types of texts related to Halloween. - Compression and expression of different texts and order the sequence of it. - Reading, comprehension and practice of a lexicon related to Halloween; the characteristics of the monster including the use of numbers.	- Elaboration of very brief and simple texts on pobble. - Initiation in the use of a basic spelling with the constructions of words related to Halloween from the alphabet letter including the use of ICT such as pobble. - Use of basic syntactic structures in the elaboration of everyday texts.
Syntactic-Discursive Content		High Frequency Vocabulary	
- How many...? There is/there are (affirm, negative); demonstratives (This/that/these/those).		- <u>Lexis</u> : pumpkin, witch, ghost, trick or treat, monster, candy, vampire, skeleton, mommy, haunted house. Specific vocabulary: costume, bell, yard, surprise. - <u>Phonetics</u> : /ʈʃ/Witch, Cherry	
Cross-Cutting Elements (Attitudes and Values)		Cross-Curricular Content (CLIL)	
Throughout the teaching-learning process of these values students develop the Social and Civic Competence (SCC). Attitudes (Cooperative Learning): • Respect the materials in our class. • Participation in the class dynamics. • Work on the value of honesty.		With these activities the students develop their Competence in Mathematics, Science, and Technology (CMST) as well as their Cultural Awareness and Expression (CAE): • Art craft: flip-up pumpkin life, poster (parts of pumpkin). • ICT: plicker, youtube (songs and stories), pobble (recipe). • Natural science: awareness pumpkin life cycle.	
METHODOLOGY			
Our method will be: globalised, individualised, socialised, active, and participative, with different group dynamics and personalised when needed. It starts with the pupil’s previous knowledge.			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)			
- With the use of these tools the students develop the Digital Competence (DC). In this lesson plan we will use: pobble website, plicker, tiny cards, word art and quiver.			
RESOURCES		TIMING AND CLASSROOM MANAGEMENT	
Staffing: teacher, children. Materials: Flashcards, worksheets, tablets, boardgames, blocks, pumpkin, laminated materials, spinner, swatter, pen, pencil, glue...		We will have to take into account where we want to carry out each of the tasks and the time that will be lost organising them. Therefore, we should be flexible in our	

Environmental: English classroom.				programming with reference to these two aspects.						
TASKS										
Activities/Tasks	Type of Activity ¹	Type of Interaction ²	Main Skill ³	Key Competencies						
				CLC	CMT	DC	L2L	SCC	SEE	CAE
Pete magic box	W	LG	L/S	X				X		X
Trick or Pete story	M	LG	R/L	X				X		X
Knock knock, trick or treat?	C	LG	L	X				X		X
Monster’s clouds	M	I	W	X		X	X	X		X
Who monster figure?	M	P	S/L	X			X	X		
Spooky chairs	C	LG	S	X			X	X		X
Capture it!	W	LG	S/W	X			X	X		X
Scary sentences (jenga)	M	SG	S/W	X			X	X		X
Chatter	C	SG/P	S/W	X			X	X		X
Pete’s spooky bus	W	I/LG	W/S	X			X	X		X
Where are the mistakes	M	LG	S/L	X	X		X	X		X
Monster battle (battle ship)	C	P	S/L	X	X		X	X	X	X
Pumpkin parts	W	SG	S/W	X			X	X	X	X
Build the story ball	M	LG/I	W	X			X		X	X
Spooky story (pooble)	M	P	R	X			X		X	X
Flip up pumpkin life	C	I	W	X		X	X	X		
Self teacher evaluation	M	I/LG	R/L	X				X	X	X
Plicker/4 corners	M	I	R/W	X					X	
Portfolio	C	LG	R	X		X	X			X
¹ Type of Activity: W-Warm up, M-Main, C-Closure. ² Type of Interaction: I-Individual, P-Pairs, SG-Small Group, LG-Long Group, the whole class. ³ Main Skill: L-Listening, S-Speaking, R-Reading, W-Writing.										
ATTENTION TO STUDENTS WITH SPECIFIC NEEDS FOR EDUCATIONAL HELP										
Throughout all of our teaching, we will always adapt to our students’ psycho-evolutive characteristics. However, we also have extension activities and reinforcement activities.										
Extension					Reinforcement					
-Quiver app, bookflix, games to learn English web, spinner.					-Tiny cards, crazy rice, educaplay, scratch cards.					
EVALUATION AND ASSESSMENT										

Evaluation Tools	Learning Standards and Outcomes	1	2	3	4	5
-Attitude 20%	- He/she identifies the essential information of the oral story “Trick or Pete” with the help of the pictures and gestures of the teacher and the vocabulary.					
-Oral tasks: 20%	- He/she expresses his/herself with a neutral and informal register using the structures there is and there are using numbers to describe the monsters.					
-Direct observations: 20%	- He/she understands the meaning of a text related to the pumpkin cycle life and the parts of a pumpkin.					
-Written tasks: 20%	- Writing on pobble a spooky story based on the one created orally with the whole group using it as a model to produce their own one.					
-Portfolio: 20%						
1 Weak (1-4). 2 Fair (5). 3 Good (6). 4 Very Good (7-8). 5 Excellent (9-10)						
Initial	Continuous	Final				
From the students’ prior knowledge, we will direct the teaching-learning process.	On a daily basis, students will be assessed from the development tasks.	In the final assessment, we will evaluate the summary task <i>Plicker/4 corners</i> .				

Chart 3. Didactic unit (own elaboration)

5. CONCLUSIONS

In conclusion, this Master’s Thesis is based on motivation as fundamental to achieve good learning. To ensure that the student becomes motivated, it is necessary to promote inquiry, want to reflect, to value what they learn.

First, we have made a justification, specifying the reasons that have led me to focus on the issue of motivation, taking the CLIL methodology as a reference. Next, a study of the concept of motivation and its various types has been carried out, in addition the important role that ICT plays in the motivation of the student has been investigated. All the concepts studied have been put into practice when a didactic unit has been carried out, always through motivational activities, through games, through practice so that meaningful, real learning takes place, based on their interests and needs. We have seen a wide variety of methodologies, but we have focused on CLIL. In addition, reinforcement and extension activities have been provided for those students who present any learning difficulty.

Motivation must be given by both parties, on the one hand the teachers and on the other, the students.

As teachers, on many occasions we find ourselves with very difficult challenges in our path. Large number of students, very diverse and with very different needs, in which we have to give ourselves 100%, in this we have students with high abilities and a student who does not speak Spanish. As on many occasions I tell my students, we become octopuses, to multiply our hands and all this always with a smile, despite having a good day or not. But these challenges make us grow as people and as professionals.

How can we transmit motivation to students? Well...Nowadays, as it has been mentioned students have new interests: gaming, new technologies, social net... So learning must adapt to today's society and not society to learning, we have to be very fast adapting to generational changes and cultural.

For many students, the subject of English has been a very tedious subject, full of grammar and far removed from the reality that the student experiences on a daily basis. why? Maybe because I did not have that practical or playful approach at the time.

Through CLIL we can achieve the maximum objective of English, the acquisition of communicative competence, as detailed in the didactic unit, activities in which students interact, real life situations are carried out, and always adapting to the needs and interests of our students.

Improvisation has rarely served as basis for a pedagogical work in any subject matter. Less so in language since the chain of steps that must be carried out is key. Programming, apart from constituting another of the many precepts that form the work of a good professional, assumes the acceptance of our limitations. Our work is regarded seriously so that excuses hold no value. Investigation is preferable. Clearly, every function requires our valued time and this is only possible from a utilization aspect (on most occasions its proper and particular utilization). For this reason, this work presents a clear example of instilling the CLIL methodology among others to create greater motivation in students to learn a second language, in which different activities can be observed with which the four basic skills would be worked, listening, speaking, reading and writing, in this order, going from oral to written and from production to understanding of the language.

Regarding the proposed methodology that is offered, I would like to add that though it is not the only possibility, I certainly understand that it reunifies the qualities closest to those our legislation provides. Giving students choices, creating opportunities to achieve their goals knowing their needs, strengths and trying to plan personalised learning experiences. For this reason and from a communicative point of view, this methodology has been selected. The adoption of a task designed as an educational activity opens multiple perspectives to work in the classroom.

Sometimes, no matter how exact we try to be but an uncontrolled factor can always appear that could force us to start over. Only a constant attitude will guarantee us, at least the possibility of getting it right on many occasions. What would the job of a teacher be if each problem had a single solution?

Under my point of view, this variety is also where the greatness of the work of teaching lies.

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7. APPENDICES

APPENDICES
1. PERSONAL DATA
2. ATTENDANCE
3. CONTINUOUS ATTENDANCE RECORD
4. OBSERVATION SCALE
5. STUDENT'S SELF EVALUATION
6. TEACHER'S OWN EVALUATION
7. ENGLISH CLASSROOM
8. STUDENTS EVALUATE THE TEACHER
9. LAPBOOK GRADING RUBRIC
10. EXPLANATION OF THE ACTIVITIES OF THE LESSON PLAN
11. RUBRIC

» Appendix 1. PERSONAL DATA

PERSONAL DATA						
Photo	SURNAME			NAME		
	PLACE OF BIRTH		DATE OF BIRTH		AGE	
	ADDRESS					
	CITY-TOWN		PHONE			
	COURSE					

» Appendix 2. ATTENDANCE

ATTENDANCE																					
MONT H	M	T	W	T H	F	M	T	W	T H	F	M	T	W	T H	F	M	T	W	T H	F	TOTAL

» **Appendix 3: CONTINUOUS ASSESSMENT RECORD**

ASSESSMENT																						
Section			1	2	3	4	5	1 st	6	7	8	9	10	2 ⁿ _d	11	12	13	14	15	3 rd	End	Rep
1	Use of English	Gr.																				
		Vo.																				
2	Reading																					
3	Writing	Sp.																				
		Pr.																				
4	Listening																					
5	Speaking	Sp.																				
		Pr.																				
		Ph.																				
6	Readers																					
7	Projects																					
8	Attitude																					
TOTAL																						

» Appendix 4: OBSERVATION SCALE

OBSERVATION SCALE	
Personal Interests	
Previous Knowledge	
Motivation	
Learning problems	
OTHERS	

» Appendix 5: STUDENT'S SELF-EVALUATION

This is how I think am I doing . . .

I can do this! 	I'm getting there! 	I need help! 
--	--	--



1. I learn the unit vocabulary.			
2. I can participate in class.			
3. I can read short texts in English.			
4. I can write short texts.			
5. I can pronounce new words.			
6. I can collaborate in group work activities.			
7. I am interested in learning English!			
8. I try my best in all my work.			

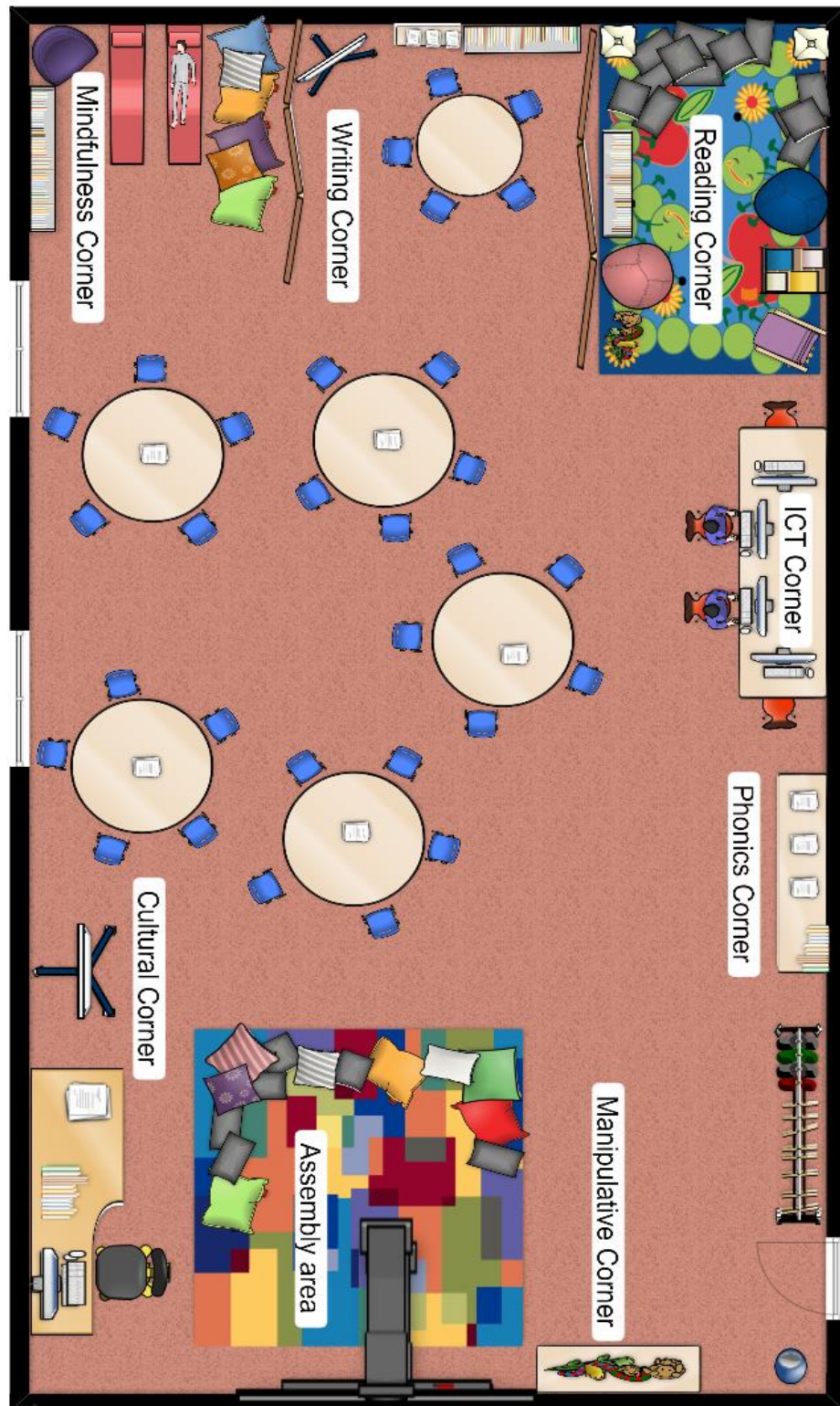
» **Appendix 6: TEACHER'S OWN EVALUATION**

1 = never; 2 = often; 3 = sometimes; 4 = usually; 5 = almost always

1. I make class work interesting for my students.	1 2 3 4 5
2. My students find the English class interesting.	1 2 3 4 5
3. I give students work to do at home.	1 2 3 4 5
4. I return students' work quickly.	1 2 3 4 5
5. I make my students feel good when they do good work.	1 2 3 4 5
6. Students can get help from me whenever they need it.	1 2 3 4 5
7. Students finish their work before class is over.	1 2 3 4 5
8. If my students finish their work before class is over, I give them interesting work.	1 2 3 4 5
9. My explanations are clear.	1 2 3 4 5
10. I know my students well.	1 2 3 4 5
11. I explain new thing in a way that is easy to understand.	1 2 3 4 5
12. The students know the objectives of each lesson and the different activities we are going to carry out in order to achieve them.	1 2 3 4 5
13. I am available to help students during class time.	1 2 3 4 5
14. I use a variety of classroom activities and resources.	1 2 3 4 5
15. I am well prepared.	1 2 3 4 5
16. I adapt the activities according to my students' interests.	1 2 3 4 5
17. I reach the objectives proposed for each Lesson Plan.	1 2 3 4 5
18. The lesson planning was adequate and adapted to the students' needs.	1 2 3 4 5
19. Different sociocultural aspects are included and developed in the sessions.	1 2 3 4 5

REMARKS:

» **Appendix 7: ENGLISH CLASSROOM**



» Appendix 8: STUDENTS EVALUATE THE TEACHER

This is how I think the teacher is doing . . .

Great	Needs to improve	It needs to be change
		



1. The teacher explains the dynamics of the class very clearly.	☐
2. I like the proposed activities.	☐
3. The teacher gives me time enough to finish the activities.	☐
4. I learn new concepts that I use in my day to day in my mother tongue.	☐
5. The teacher offers us the necessary material to carry out the activity.	☐
6. The activities are fun, and I learn a lot.	☐
7. The teacher offers me her help when I am struggle.	☐

TWO STARS AND A WISH



» **Appendix 9. EXAMPLE FINAL TASK GRADING RUBRIC. LAPBOOK GRADING RUBRIC**

	Score 4	Score 3	Score 2	Score 1
Mechanics	Capitalization, orthography and grammar are correct throughout the project.	There are 1-2 errors in capitalization, orthography and grammar in the project.	There are 3-4 errors in capitalization, orthography and grammar in the project.	There are 5 or more errors in capitalization, orthography and grammar in the project.
Content	All the information in the project is accurate. There are no mistakes.	There are 1-2 errors in the information in the project. The information is pretty accurate.	There are 3-4 errors in the information in the project. The information is somewhat accurate.	There are more than 5 errors in the information in the project. The information is not accurate.
Neatness & Organization	The project is visually pleasing. The writing is neat. Creative use of colours and details. Includes illustrations.	The project is nice to look at. The writing is neat. Good use of colours and details.	The project is somewhat nice to look at. The writing is more or less neat. There is some use of colours and details.	The project is not nice to look at. The writing is not neat. There is little use of colours and details.
Vocabulary	All key vocabulary words are included.	Only 9 to 7 key vocabulary words are included.	From 6 to 4 key vocabulary words are included	Less than 4 key vocabulary words are included.
Required Elements	Includes all required parts as well as additional information or graphics.	Includes all required parts. There is no extra information or graphics.	All but 1 or 2 parts are included.	Several required parts are missing.

18 – 20 = Advanced; 14 – 17 = Proficient; 10 – 13 = Basic; 1 – 9 = Below Bas

» Appendix 10. EXPLANATION OF THE ACTIVITIES OF THE LESSON PLAN

1 st SESION:
- Pete´s magic box (slow motion, True or False by teacher): - o Description: the students sit in a circle and we will ask them about what word they know about Halloween. After that, if the students do not remember all the words in the box, we will take out of the box pictures related to Halloween keeping the text covered up and ask the pupils the name of the object. Once they have seen all the words, the flashcards will be introduced in a cover, and very slowly we will take them out. Students will have to guess the word as soon as possible.
- Trick or Pete story: - o Description: we will read a story to the children, we will have our students forming a circle, so that everyone can listen and see the illustrations that we are going to show. Before starting with the reading, the different characters will be presented to the students and the title of the story will be written on the whiteboard. While reading, we will use an adequate intonation, making them feel participants in the story and we will also interact with them asking questions in order to predict what they think is going to come next. We could do a quick true or false about the story, the students will be provided with a card with true or false and the teacher would say the statement letting the children guess if it is true or false. After, they could work on the book review worksheet.
- Knock knock, trick or treat? - o Description: listening to the song related to the topic, we will add actions to the song so that pupils will learn it easily, as it has been said by Asher and the method Total Physical Response.
2 nd SESION
- Monster´s clouds: - o Description: Word clouds is a word generator in which children can make different shapes. They need to use the words that they learned the day before.
- Who is the monster? - o Description: We will write down vocabulary words, making a list of it. We will deliver them to the students. The first student for example will say “I have a witch who has a ghost”. The next one will say, “I have a ghost, who has a ´spider”.

- **Spooky chair:**
 - Description: It is the typical chair game, with the difference that there will be flash cards on the chairs and when the music is turned off all the children who have sat down have to say aloud the word that corresponds to their card.
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3rd SESION

- **Capture it!**
 - Description: on the board there will be small circles where we will write phonics sounds that we have been working on in class. We will divide the class into two groups and make a row. When the teacher says a word that has that sound, one child from each group will have to run with the fly swatter in hand to catch the correct sound. The team that catches the most sounds wins.
- **Scary sentences (jenga game):**
 - Description: there will be different questions on each block and the children with only one hand at a time should remove or replace a jenga block and it is not permitted to hold or steady the tumble tower with the other hand. Before they move the block they need to answer one of the questions. Children have to try to keep the tower up.

- **Chatter:**
 - Description: The students will carry out a chatter where they can write the vocabulary and play with it in pairs. They can even ask questions to each other.

4th SESION

- **Pete's spooky bus**
 - Description: they will have a school bus laminated worksheet with gaps for letters and a box with different letters per group. The teacher will say a word related to the unit and they will have to form it as soon as possible. In pairs they will have to check if they have written the same word. Then, the teacher will write the word on the board.
- **Where are the mistakes?**
 - Description: students will be divided into 4 groups. Each group will have a buzzer. We will write sentences with mistakes on the board and the students in groups will have to correct them. This activity has the main aim of turning error correction into something fun. When they know the answer, they will press the button and each time pupils obtain on point, we will write down on the board.
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- **Monster battle (battle ship)**
 - Description: pupils will have a board for each other. The same number of cards representing different ships will be given to the players (they will have

cards of 2,3,4 and 5 squares, they have to write a letter on each square and place it on the board). Each player takes turns to choose coordinates on their partner's grid in an attempt to hit one of the ships and to discover the word that each ship has in it. By questions they will have to guess the other partners' words using the numbers indicated on the board (Eg: number 22, enemy: letter "e" and so on) The game finishes when one person has wiped out the other person's ships discovering all the words.

- 5th SESION

- Pumpkin parts

- Description: It is an activity in which the student will know the different parts of a pumpkin, they can bring one to class and break it to see what is inside. The teacher can explain how pumpkins grow and the care they need.

- Build the story ball

- Description: grammar will be taught inductively so that students learn the different grammar structures while they play games or interact with partners, in a natural way, similar to their own mother tongue acquisition. For that reason, we will use a ball to play with the students. We will say a sentence with the grammar structure that we are working and pass the ball to another student like this until all the pupils have talked. Depends on how long we want to make the activity, the teacher could write the sentences on the board to make children feel how much English they already know.

- Spooky story (pooble)

- Description: Pobble is a website where children can post their writings and people over the world write positive comments on their work and cheers them up for their effort. It is a motivating way for children to practise writing small magnet to see what verb they can use. This will help children to form sentences with their friends on a motivating way.

- 6th SESION

- Flip up pumpkin life

- Description: we could do it in more than one day. Two days of creation. 1 day of exposition, (30-40 minutes per day).
- Making a lapbook for children second cycle requires leaving everything well detailed. The lapbook will be done in pairs about the topic that we are working on at that moment, to record evidences of learning, which can be added to children' portfolio. They can choose A3 or A4 card and any paint, or art resources, Before starting the lapbook, we will do a little review of everything, writing words and key expressions on the board. They will be exposed to their peers. And finally, the will put them up on the wall.

- Self/ teacher evaluation

- Description: it is a worksheet with different items and a faces next to it. They need to colour in the faces with the following colours: red if they need help, purple if they are getting there and green if they can do it.
- They also evaluate the teacher, how they think the teacher was explaining or assisting them. Where they think she/he needs to improve.

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- **Plicker/ 4 corners**

- Description: It is an assessment tool that allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil. Only the teacher needs to have an electronic device. Each student in the class is assigned a unique coded paper card that will be scanned by the teacher's device when the student displays it to the teacher. It allows teachers to make quicker and more effective choices as to who should help whom and who might need remedial or advanced work.

- **Portfolio**

- Description: they will follow the model number 51.2003 in Spain, devised by the Council of Europe's Modern Languages Division. We will work the three obligatory components: the language passport, the language biography and the dossier.

» **Appendix 11. RUBRIC**

INDICATORS	KC	RUBRICS			
- He/she identifies the essential information of the oral story “Trick or Pete” with the help of the pictures and gestures of the teacher and the vocabulary.	LC, L2L	<u>LEVEL 1</u> Hardly ever understands the main ideas of oral text.	<u>LEVEL 2</u> Understands, with difficulty, the main ideas of oral text.	<u>LEVEL 3</u> Understands, with a little effort, the main ideas of oral text.	<u>LEVEL 4</u> Understands the main ideas of oral presentations text.
- He/she expresses his/herself with a neutral and informal register using the structures there is and there are using numbers to describe the monsters.	LC L2L	Hardly ever uses the Foreign L. in simulated tasks.	Sometimes uses the Foreign L. in simulated tasks.	Usually uses the Foreign L. in simulated tasks.	Always uses the Foreign L. in simulated tasks.
- He/she understands the meaning of a text related to the pumpkin cycle life and the parts of a pumpkin.	LC SIE	Hardly ever understands the main information when reading texts.	Understands, with a great effort, the main information when reading texts.	Understands, with a little effort, the main information when reading texts.	Understands effortlessly the main and specific info. when reading texts.
- Writing on pobble a spooky story based on the one created orally with the whole group using it as a model to produce their own one.	LC DC SIE	Fails to create a digital story related to Halloween.	Creates, with difficulty, a digital story related to Halloween.	Creates a digital story related to Halloween.	Creates a well-developed digital story related to Halloween.